

VOLUME III

The

NUMBER 7

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



DECEMBER, 1922



They Who Are What They Are

They who are what they are,
They must look with sad, large eyes
On climbers who climb to a star,
On swimmers who sink to rise;

Strong men gather the crowd
And herd it to fight their fight;
Swift men leap from the crowd,
Snatching at gold or light;

But they who are what they are
Stand passive to love or pain,
Dreaming of some high, far
Beauty, or dreaming of gain;

Watching the strong men climb,
Watching the swift men leap,
Till the gold and the dark of time
Are the cold and the dark of sleep.

—FRANK ERNEST HILL,
in *The New Republic*.

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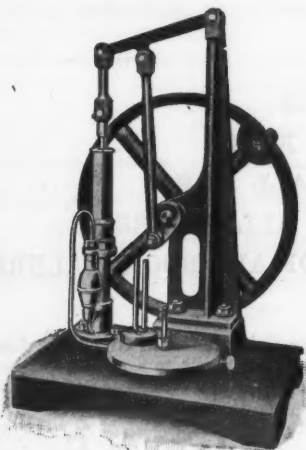
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The A. T. A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the Tenth of Each Month



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OLDS SCHOOL BOARD
BRANDON (MAN.) SCHOOL BOARD
WASAMUN SCHOOL BOARD
CASTOR SCHOOL BOARD
WAINWRIGHT S. D. No. 1658
GLENWOOD CONSOLIDATED No. 32
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Candidates selected for the above posts who are
members of the A.T.A. are earnestly requested to apply
for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Ave., Edmonton.

Official Announcements

LOCALS

Have you tried to form a local and been discouraged and un-
successful? The time of disappointment should now be ended.
No longer is it necessary to be compelled to gather together
six members or have no Local Alliance. If as few as THREE
TEACHERS can meet in one centre, the Annual General Meet-
ing has instructed the General Secretary to recognize them as
a Provisional Local Alliance; that is to say: If headquarters
is informed of the name of the Provisional Local Secretary all
official notices, communications, etc., will be forwarded. Don't
be satisfied by being merely a "member at large": get into
the organization work, and make the Alliance function in your
midst—Provisional Locals should spring up everywhere. MAKE
SURE OF ONE WHERE YOU ARE. Don't leave it to
"George" to do it. Do your "bit."

MEMBERSHIP FEES

Secretaries of Locals are earnestly requested to particularly
stress the following:

1. Fees collected in the early part of the year (Easter to
Midsummer) assist materially in enabling the Provincial organ-
ization to finance during the most difficult period of the year.
2. The usual time for changing schools is at Midsummer
and teachers who have signed their applications previously to
that time will not have to be again located.
3. All NEW members will have their certificates of mem-
bership dated ONE YEAR FROM THE DATE OF APPLICA-
TION. This means that all future fees will carry new members
for twelve months and that members joining for the first time
from now will no longer be nominally in arrear after Easter
as has been the case heretofore. A full year's membership will
be given for a year's fee.
4. The fees remain the same as for the past year.

PAYMENTS REQUIRED OF MEMBERS

	Membership		Total
	Annual Salary	Subscription	
	Dues to A.T.A.	to The A.T.A. Magazine	
(1) Under \$1500	\$ 5.00	\$ 1.00	\$6.00
(2) \$1500 but less than \$2000.....	7.00	1.00	8.00
(3) \$2000 but less than \$2500.....	9.00	1.00	10.00
(4) \$2500 and over	10.00	1.00	11.00

N.B.—The above dues include membership to the Canadian
Teachers' Federation. The subscription to the "A.T.A. Maga-
zine" is not compulsory, but no loyal member of the Alliance
should withhold the \$1.00 subscription.

5. A vigorous collection campaign now will do more than
anything else to assist the Executive in planning for the entire
year. A splendid collection report will mean more than most
members realize.

Has your Local appointed a good live membership com-
mittee?

A.T.A. GOLD ENAMEL BUTTONS

Have you seen the new dainty A.T.A. Buttons? Many mem-
bers hardly like to bedeck themselves with the gaudy celluloid
A.T.A. buttons which, for the past two years, have been used
at large gatherings of teachers to distinguish A.T.A. members
from non-members.

In order to overcome this objection, 500 very quiet but never-
theless attractive buttons have been ordered. Nearly 200 were
sold during July to the teachers in Edmonton who were reading
the Departmental Examination papers or attending the Summer
School.

The design is a replica of the A.T.A. monogram on the front
cover page of the "A.T.A. Magazine"; the letters are in gold on
a background of blue enamel, and the circular face is but one-
quarter inch in diameter.

Price 80c postpaid. Send 80c to the General Secretary-
Treasurer and a button will be sent by return mail. Locals
may purchase them in bulk.

MEMBERSHIP FEES FOR CURRENT YEAR, ENDING EASTER, 1923

Will local secretaries please concentrate on the collection
of fees? Many who were members last year have not remitted
their fees for the current year. All those who have not paid
by December 31 will TECHNICALLY be members no longer;
in any case it will be necessary to take their names off the
mailing list of the "A.T.A. Magazine."

RE RESOLUTIONS FOR THE ANNUAL GENERAL MEETING

Has your local yet prepared resolutions to be passed at
regular meeting to be sent up for consideration at the annual

general meeting? There will be a great deal of work for locals to do during the next few months and we would therefore very strongly urge that the annual general meeting business should be well in hand before the end of January.

RE PROVINCIAL INSTITUTE OF TEACHERS

Reference to this was made in the November issue of the "A.T.A. Magazine." Please get as many of your members as possible to fill in the form provided in the "A.T.A. Magazine."

CRITICISM OF NEW COURSE OF STUDIES FOR PUBLIC SCHOOLS

The Executive is having prepared a questionnaire on every subject in the New Course of Studies. Each questionnaire will be published in the "A.T.A. Magazine" so that all members will be supplied with a copy and be able to come to the meetings prepared to express their opinions on this all-important professional matter. The questionnaire will give a general direction to the discussion of local groups of teachers and will provide as simple a means as possible of arriving at the majority opinion of the teachers throughout the Province with respect to each subject.

CONTRACTS—TEACHERS ACCEPTING NEW POSITIONS

A recent judgment of the Alberta Appeal Court shows that a secretary-treasurer of a school board cannot be delegated to make arrangements for appointing a teacher except the school board has by resolution at a regular or special meeting specifically appointed the particular teacher. If a teacher receives a letter from a school board accepting him as teacher it is necessary that there be a guarantee given that a resolution such as referred to above has been formally passed by the board; otherwise the teacher has no hold on the school board nor any of the members or officials thereof. The contract MUST be signed before the teacher commences duties.

NAMES AND ADDRESSES OF LOCAL SECRETARIES

Local Alliance	Name and Address of Secretary
BARONS	Miss C. M. Ingraham, Barons.
BASHAW	J. L. West, Bashaw.
BASSANO	Mrs. Bell
BEISEKER	D. Gallagher
BLUEGRASS	Mr. Golley, Tripoli.
CALGARY NORMAL	Mr. Miller
CALGARY PUBLIC	Mr. F. C. Ward, 923 4th Ave. W.
CALGARY HIGH	Miss K. McKellar, 225 25 Ave. N.E.
CAMROSE	Miss L. Lang
CARDSTON	Miss Lucille Woolf, Cardston.
CARSTAIRS	Miss E. S. Brown, Carstairs.
CHAUVIN	Mr. G. W. Saul, Chauvin.
CHINOOK	Miss N. Reist, Chinook.
CHIPMAN	F. L. Tilson
CLARESHOLM	W. L. Irvine
CLIVE	Mr. G. Shaver, Clive.
CLYDE	Mr. H. Aldridge, Clyde.
CRAIGMYLE	Geo. McMeekin
CONSORT	C. G. Nimmons
CROWS NEST	Mr. C. V. Asselstine, B.A., Bellevue.
DAYSLAND	Mr. J. F. Barker, Daysland.
DIDSBURY	Principal of Public School.
DONALDA	Miss L. M. Flack, Donalda.
DRUMHELLER	T. E. Rodie, Drumheller.
EDGERTON	Mr. E. Hulland, Edgerton.
EDMONTON HIGH	Mr. B. L. Mattern, M.A., Strathcona High School.
EDMONTON NORMAL	Miss Harding
EDMONTON PUBLIC	Wellesley Fraser, Parkdale School.
EDMONTON SEPARATE	Miss M. McAnally, 10011 113th St.
EDSON	Mrs. W. H. Sheridan, Edson.
ERSKINE	Mr. A. D. Norris.

FERINTOSH	Mr. D. G. McLean, Ferintosh.
FORT SASKATCHEWAN	Jno. Kelly, R. R. No. 1, Fort or JOSEPHBURGH
GLEICHEN	Miss A. H. Noble.
GRANUM	Mr. G. Bishop, Granum.
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HARDISTY	Miss P. Marryatt, Hardisty.
HIGH RIVER	Miss A. Creighton, High River.
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ISLAY	Miss G. H. Marois, Islay.
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LAMONT	Miss Ada A. Crilley, B.A.
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LETHBRIDGE	Miss Jean Jackson, 1236 6th Avenue South, Lethbridge.
LOYALIST	C. Scarborough
MAGRATH	Miss R. Glenn, Magrath.
MEDICINE HAT PUBLIC	Miss D. L. Field, 488 9th Street
MEDICINE HAT HIGH	Mr. W. R. Baker, B.A., Alexandra High School.
MILLET	E. Anderson
MONTARIO	John Paul, Monitor
MUNDARE	Miss J. J. S. McCallum, Mundare.
NANTON	Mr. H. G. Menzies, M.A., Nanton.
OKOTOKS	Miss L. C. Patterson, Okotoks.
ORION	Miss A. Yuill, Orion.
OYEN	Mrs. Alice C. Robinson, Oyen.
PINCHER CREEK	Miss M. Longley, Pincher Creek.
PROVOST	Miss A. Imlah, Hayter.
RAYMOND	Mr. H. D. Weaver, Raymond.
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RED DEER	Miss Pearl Ebert, B.A., Red Deer.
RIMBEY	Mr. Mauson.
ROCKY MOUNTAIN PK.	Miss M. E. Porter, Canmore.
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STETTLE	Miss Grace Rogers, Stettler.
STIRLING	M. Campbell, Stirling.
STONY PLAIN	Mr. C. E. Clarke, Stony Plain.
STROME	M. Creig, Strome.
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TABER	Miss Lily Perkins, Taber.
THREE HILLS	Miss Francis E. Knight, Three Hills.
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VEGREVILLE	James McCrea, Vegreville.
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VETERAN	I. Davis, Veteran
VIKING	Miss G. Gallagher.
VULCAN	Miss C. Wylie, B.A., Vulcan.
WASKATENAU	Mr. Hunter, Waskatenau.
WETASKIWIN	Miss O. I. Blakeley, Wetaskiwin.
YOUNGSTOWN	W. E. Frame, Youngstown.

PROVISIONAL LOCALS

ARROWOOD	Miss McDonald, Arrowood
BROOKS	Mr. Bailey, Brooks
CESSFORD	Mr. Adams, Cessford
DUCHESSE	Miss Smith, Duchesse
ENCHANT	Mrs. Hill, Enchant
LOMOND	Mr. Hamilton, Lomond
ROSEMARY	Mr. McNamara, Rosemary

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

RESOLUTIONS FOR ANNUAL GENERAL MEETING

Resolved: That we, the members of the A.T.A., go on record as urging the members of the teaching profession to adhere to the Alliance minimum of \$1200. We fully realize it to be easier to maintain the present rate of salary than to bring back the standard later.—Orion.

Resolved: That, as in our opinion the snap judgment of a teacher and class-room by an inspector is not infallible, a report, in copy, of the one about to be furnished the school board, be placed in the hands of the teacher of the class inspected in time for approval or disapproval with reasons for complaint if any, before the report is forwarded to the board of that district.

—Lethbridge.

Local News

LETHBRIDGE CONVENTION

THE local convention of teachers of rural and consolidated schools in the Lethbridge inspectorate met in session last month. About ninety teachers registered, practically all of whom are within the Lethbridge area. Several teachers from Taber and vicinity were also present. K. P. Stewart, Principal of the Coaldale Consolidated School, presided.

J. E. Terrill, Chairman of the Lethbridge School Board, welcomed the visiting teachers to the schools and to the city. He stated that the Lethbridge Board was pleased to let them have the Central School auditorium for their meetings, and hinted that probably in the near future a better auditorium would be at the disposal of the Board. The speaker expressed his interest in school work and educational movements. He thought it a good idea to separate the city and rural schools for convention purposes so that the special problems of each could be more readily discussed. The city teachers were convening regularly in grade meetings directed by the superintendent and obtaining thereby valuable information and inspiration. Similar results would doubtless be gained in the present convention for those attending. Mr. Terrill impressed upon the teachers the necessity for friendly relationships between them and their school boards, but considered that a good deal of the responsibility for this rested with the various boards, who could, if they so desired, adopt a more sympathetic attitude towards the teacher. While pointing out the benefits derived from the Teachers' Alliance and complimenting the Local in the city, he cautioned moderation, good judgment and sound policy in all educational matters. Especially in rural sections a strong local, well-directed, could yield a great influence for the betterment of the teacher's welfare. In concluding, he called attention to the fact that no representatives direct from the Department of Education were on the program, and considered that more direct interest would stimulate the local conventions.

Mr. K. P. Stewart very fittingly expressed the appreciation of the teachers for the invitation to visit the class rooms and for the use of the assembly hall. He felt sure that as many as possible would take advantage of the former. In speaking more directly to the Convention, he called attention to the main objects; namely, to discuss questions vital to rural and consolidated schools, to consider topics of primary importance to teachers themselves, and to examine the new course of studies. He urged the teachers to enter freely into all discussions as that was the only method whereby

the greatest benefit could be derived by each one in attendance.

After the appointment of several committees, the regular program was commenced. Inspector Watson distributed mimeographed sheets on the subject of methods and material in language and composition for grades three to eight. This formed the basis of a thorough review and explanation of the subject which continued for more than one hour. Following this, J. P. Collins, teacher of Grade VIII. in Central School, gave an excellent address on the teaching of art, from which the teachers derived many new ideas which can readily be incorporated into the art lessons in rural schools. Mr. Collins' address was well supplemented by a good exhibit of art work, and by many valuable books brought for the teachers' inspection. The visiting teachers are much indebted to Mr. Collins for his clear explanation of this difficult subject.

CALGARY

The first of a series of lectures to be put on by the Calgary High School Teachers' Alliance was held on Friday evening, December 1st, in the Board of Trade Rooms, and was attended by a representative gathering of the members. Musical numbers were given by Misses Bacon and Norton, and the artists were well received.

Dr. McGibbon from the Alberta University then followed with a very interesting and instructive address on "The St. Lawrence Waterway Development." Dr. McGibbon handled the subject in a very entertaining manner with the result that an interesting discussion followed the address.

The members look forward to the next lecture, which will be given by Prof. Boyle of the University, who will address the members on "Radio." This meeting is to be held December 15, and no doubt the audience will be given another intellectual treat.

Miss McNab of the South Calgary High School staff, has recovered sufficiently to be able to leave the hospital and is convalescing at her sister's residence in Drumheller. Members of the Alliance trust that Miss McNab will soon be with them again.

The Alliance regret to lose Mr. Holies, who was recently appointed to the Central High School staff, as Mr. Holies intends leaving at the end of the year.

The teaching fraternity welcomes to its ranks Mrs. R. Ferguson, who has been doing duty at Taber. Mrs. Ferguson will be added to the staff at Central High School.

The High School teachers were extended an invitation by the Calgary Public School Local to hear the candidates for the School Board at a meeting in the auditorium of the Central High School, December 5th. Considerable interest is shown in the attitude of the members seeking election.

CALGARY PUBLIC SCHOOL LOCAL

In the last issue of the *A.T.A. Magazine* notice was given that the Calgary Public School Local would be holding their next general meeting and a reception in honor of our many new teachers in November. This interesting event took place on Saturday, Nov. 18th, at 4 o'clock in the afternoon, at the Hudson's Bay Co.'s tea rooms. About 170 were present, including 37 new teachers, and were received by the President, Vice-President and members of the Executive at the ent-

rance. Half an hour was allowed for introductions and getting acquainted. Between the items of business solos were rendered by Miss Biggs and Mr. Raymer, and both were much appreciated and encored. Tea was served at 5 o'clock by the staff of the H.B.C., and piano-forte selections were rendered during the tea hour. During the afternoon the need of loyally supporting the Alliance was stressed and sympathetically received. The audience was very appreciative and considered the new departure a splendid success.

The December general meeting was held at the Central Collegiate Assembly Hall on Tuesday, December 5th, the President being in the chair. There was quite a large attendance in spite of the very cold weather. Members of the High School were present, having been invited to meet with us primarily to hear the candidates for the School Board of Calgary. The business of the meeting was quickly dealt with, and at 8.30 the first speaker was invited to the platform. The whole of the candidates, six in number, availed themselves of the opportunity to address the teachers, and a splendid meeting ensued. Questions were asked of each candidate, and all acquitted themselves well. They went on record as approving the principle of teacher representation at the School Board meetings. The question of military training in our schools was a contentious one, and each candidate had to express an opinion. All were in favor of the physical exercises being necessary, but where the military aspect entered into it could not be unanimously determined.

The committee in charge of the sick pay adjustment reported as being very favorably impressed with the attitude of the School Board, and a change is expected in the very near future in the policy of the Calgary Board. The meeting was bright and snappy and came to a close at 10 o'clock with the singing of the National Anthem.

We regret to have to record that many of our esteemed teachers have been laid aside by illness this last month. Our congratulations go out to those who have recovered and to those still under the doctor's care we hope for a speedy recovery.

The Public School football contests are now over and the winners of the different sections have received their hard-won shields, and these are adorning honored places on the school walls. The winners of the different sections were: Juniors, Hillhurst; Intermediate, Riverside; Seniors, Prevocational. These three teams loyally upheld the traditions of school-boy sport and fair play and we congratulate them. Athletics are doing much to inculcate the spirit of fair play, bearing and forbearing, so necessary as we get older.

As this issue is likely to be late for Christmas, the President and Officers of the Calgary Public School Local sincerely hope all the teachers spent a Happy Christmas and that the New Year will bring much added blessing, prosperity and success to those interested in the teaching profession.

F. PARKER.

CALGARY NORMAL FORMS BRANCH OF THE A.T.A.

On Monday last the Normal students had the pleasure of hearing Mr. Barnett, General Secretary-Treasurer of the Alberta Teachers' Alliance, speak on the aims of that organization. At the conclusion of his address a Calgary Normal School Branch of the A.T.A. was formed, with Mr. Welsh, of Class II.-A, as President pro tem.—*Calgary Herald*.

CONVENTION AT CLARESHOLM

A very successful one-day Convention was held at Claresholm on Friday, November 17th, about fifty teachers from the eastern section of the Macleod inspectorate being present. Mr. H. C. Sweet, B.A., Principal of Claresholm School, occupied the chair.

The morning session opened at nine o'clock, observation lessons being conducted by Mr. Kain of Claresholm in Grade VIII. Agriculture and by Miss R. E. Matson, also of the Claresholm staff, in Grade I. Dramatization. The lesson in agriculture met with general approval, while Miss Matson's work indicated very clearly the value of dramatization as an aid to clear expression and enunciation.

Mr. William G. Moffat, L.R.A.M., then pointed out some of the mistakes commonly made by teachers in dealing with the subject of music, and explained methods of proceeding with a class of beginners in this study. The teachers present seemed to appreciate Mr. Moffat's explanations, and will no doubt profit from the practical demonstration given.

Miss M. M. MacDonald of Granum, then put before the teachers a few of her ideas on Primary Reading, after which Inspector Hutchinson led a general discussion on the work of the morning session.

A short talk on the work of the A.T.A. by W. L. Irvine of Starline School, brought the session to a close.

The first part of the afternoon session was devoted to High School work, Mr. Reiber of Claresholm High School dealing with Physics, and Miss Hibbard with Biology. These papers were followed by a rather lively discussion, chiefly on the merits and demerits of notes in science.

The New Course of Studies was then approached, W. L. Irvine dealing rather forcefully with the new History course. Judging from his remarks and the general expression of opinion that followed, one might almost safely assume that there is need for another new course in History.

Miss Gladys Tabor of Macleod presented her views on the new course in Composition, while Miss Atkinson expressed her opinion of the Literature course. Mr. Hutchinson then proceeded to give his views on several parts of the new curriculum, dealing particularly with the aims of the course in Literature.

Taking the new course as a whole, the teachers present appeared to be of the opinion that much revision would be necessary before it could be finally adopted.

Mrs. C. Strang of Badger Flat School, dealt with the hot lunch question.

An interesting feature of the day was the question drawer. This mystic box was now opened, and its contents dealt with by Mr. Hutchinson. These questions having been successfully disposed of, the teachers voted in favor of holding a similar institute in 1923. The following officers were elected: Hon. President, Inspector Hutchinson; President, H. C. Sweet, B.A., Claresholm; Vice-President, Miss E. H. Atkinson, Macleod; Secretary-Treasurer, G. A. Bishop, Granum; Committee, Miss Bishop, Macleod, W. L. Irvine, Starline School.

At 6 p.m. a sumptuous banquet was served in Harrison Hall under the auspices of the A.T.A. and catered to by the local branch of the W.C.T.U.

Rev. Mr. Middleton of Claresholm, gave a short address on the essay contests of the W.C.T.U., while Mr. Haslan, Chairman of the Claresholm School Board,

spoke briefly on matters of general interest. Mr. J. W. Barnett, who had appeared unexpectedly in the morning, then presented his favorite topic. It is to be hoped that his efforts will result in the clearing away of the slight undercurrent of opposition to the Alliance that seemed to come from certain of those present during the day.

At eight o'clock a short concert was given in the assembly hall of the School of Agriculture. This program and the dance that followed were enjoyed by all.

So much having been accomplished in one day, would it not be well to arrange for a two-day institute next year?

Correspondence

[The use of this column is open to anyone who will observe the proprieties of debate. The *A. T. A. Magazine*, however, does not hold itself responsible for the views herein expressed, nor are such views necessarily the views of the Editor, or of the Executive of the A.T.A.]

COMMENT ON THE EDMONTON NORMAL SCHOOL SITUATION

The Editor, *A. T. A. Magazine*

Sir: I was deeply interested in the case of Mr. Sansom of the Edmonton Normal School. While this case is worthy of attention in that it concerns one of the ablest educationists in the Province, it is even more interesting as a symptom of a deep-seated disease in our educational body here. I refer to the utter absence of any reliable standards whereby the academic status of anybody can be decided. It seems that instead of the standing of a student being decided by law, independent of the personal whims or eccentricities of some official, that standing frequently is the plaything of those very whims, etc. Everything here seems liable to be decided by subjective moods; nothing by objective standards. How many teachers have not seen this in the grading of pupils in the Public and High Schools? All this goes on in the name of "democracy in education," as I heard one official express it recently. "Democracy in education," if it meant anything sensible, would mean that as regards matters of education all people stand equal before the law—they would all have equal opportunity to conform or not to conform to certain clearly defined standards. But before this can be done it is necessary to have a law in front of which to stand the people for judgment. That is what we have not. Oh! I know we have a "law," or "Ordinance," which leaves nearly everything to the "judgment" or "discretion" of some officials! But that is not law: it is autocracy if those officials actually do things according to their own personal predilections, while it is anarchy if they do those things according to the predilections of the various individuals who strive to have a personal say-so in the running of our school system.

The duties of educational officials on all major points should be clearly defined "in black and white" by statute. Then the officials' duties would be purely executive, as they ought to be. It should be the duty of the officials to administer the law, and, above all, to obey the law. Just as soon as they start anything else they have ceased their executive functions and have taken on legislative and judicial authority — which

means the end of democracy, or anything else worth while, in our educational work.

It has to be recognized, of course, that however explicit the statutes may be, cases will arise occasionally that are not covered completely by those statutes, and that such rare cases have to be decided by the discretionary power of somebody. But even then there should be a clear statement in the form of a statute telling whose discretion is to be used. This statement should be literal and not figurative. It should mean precisely what it says. By way of example, it certainly should be the business of the Normal School staff to decide the standing of their own students in any rare cases that might arise. Everyone knows they are thoroughly capable of doing that, and as such cases are supposed to be purely educational questions, that staff should be charged with that duty without any interference from Departmental officials. It would surely be a most serious reflection on the efficiency of the Department if it appointed a Normal School staff incompetent to carry on the internal administration of its own school. On the other hand, if the Department has secured an efficient Normal School staff, as we know to be the case, what are we to say when that Department interferes with that staff in the performance of its duties? Such a dilemma as this could not arise if the school system of this Province were run according to reasonably clear-cut statutes.

In closing, I may say that in my opinion the great trouble here is not the absence of statutes covering rare cases; it is the utter lack of clear understanding as to what constitutes an average or normal case. Most of the supposed rare cases that arise in this Province would not arise at all, either as rare cases or otherwise, if there were a real school law for the Province. Most of these cases would come within the scope of the statutes, favorably or unfavorably, as the case might be, and students as well as officials would be compelled to obey the law in dealing with them. What a happy day that would be for the schools of Alberta! When that day comes, anyone who can read intelligently will be able to tell who, under average circumstances, will be really entitled to enter Normal School. The greatest scholar on earth could not decide that intricate problem at the present time.

Yours truly,

LAW AND ORDER.

Wins Rhodes Scholarship

MR. A. D. Winspear, a graduate of the Crescent Heights Collegiate Institute, Calgary, and former Vice-Principal of the Central Public School, has just been awarded the Rhodes Scholarship for Ontario. Mr. Winspear is now in his final year at Queen's University, Kingston, and will enter Oxford University next fall. The scholarship carries with it a three years' training in English Universities with a yearly grant of £350.

Mr. Winspear was born in Birmingham, England, in 1899 and at an early age came with his parents to Calgary, where his father, W. W. Winspear, is now city traveller for the W. R. Brock Company. Mr. Winspear received all his elementary and high school education in the city and attended Calgary Normal School in 1916. After teaching for a year he trained with the

Royal Air Force. On his discharge he taught for a year in Western Canada College and later became Vice-Principal of Central Public School, which position he held until he entered Queen's in the fall of 1921. Mr. Winspear is a student of whom the citizens of Calgary can be proud. His thirst for knowledge was shown in his devotion to study while a teacher here. In 1918 he

began an ultra-mural course in Classics at Queen's and continued this until he entered the regular sessions of the University a year ago. His success is all the more remarkable since he has been chosen from a list of nine contestants from all educational institutions of Ontario. With his classmates he is popular and is president of the college debating society.

Questionnaires on the New Course of Studies for Public Schools

THE New Course of Studies for Public Schools has been placed in the hands of the teachers for a "try-out" of one year. It is the desire of the Alberta Teachers' Alliance to obtain the views of the teaching body of the Province upon the New Course. To that end, the Alliance is issuing from time to time questionnaires to stimulate and give uniform discussion and consideration to the various points that have arisen in the actual application of the Course.

Each questionnaire has been prepared on behalf of the Alliance by a committee of teachers generally recognized as being specially equipped and qualified for the particular task. At the same time it is not the intention of the Alliance to circumscribe the discussion—far from it. While any and all criticisms that the teachers may offer are desired, Locals are asked to give consideration and replies to the questions asked, if no more, and each Local is urged to hold frequent meetings with all teachers in the district present if possible, to formulate replies to the questions asked at least, and to mail immediately to the General Secretary-Treasurer.

When all replies have been received it is the purpose of the Alliance to appoint a committee representative of the teachers of the whole Province—city, town, village, rural—to crystallize these reports into one which will represent the majority opinion of the teaching body of the Province. This report will be placed in the hands of duly appointed representatives of the A.T.A. to present to the Department of Education the views of the teachers of Alberta, when the New Course of Studies for Public Schools is under final revision.

Replies to the questions will be most useful if reasons for opinions are submitted wherever possible. Actual facts and figures taken from class-room experience are criteria of first importance. Policies followed by school systems elsewhere, together with degree of success and opinions of recognized leading educators specializing in the particular field, also constitute evidence of weight.

The consideration of this course of study is the most serious purely professional question that has been presented to the teachers of any province, and it is confidently anticipated that Alberta teachers will react with energy and enthusiasm to this obligation. Members attending Local meetings are urged to bring with them their copy of the *A.T.A. Magazine* which contains the questionnaire: intelligent discussion will be greatly facilitated thereby.

JOHN W. BARNETT, General Secretary-Treasurer.

QUESTIONNAIRE IN ARITHMETIC

1. Does Arithmetic give general mental training?
2. Is the aim of Arithmetic in the Public School primarily to give mental training or to provide knowledge and skill for practical use?
3. If Arithmetic gives general mental training are impractical problems of as much value in that particular as so-called practical problems involving operations met with in life?
4. If such mental training is possible do the ordinary situations of life provide a sufficient number and variety of problems to give such training?
5. Is an Arithmetic manual desirable?
6. Is the course of study given in sufficient detail to give required direction to the teacher?
7. Is the prescribed Arithmetic Text satisfactory? Wherein is it deficient, if it is so?
8. Does it contain a sufficient number of problems for review and drill?
9. The course lays emphasis on checking results. Just what is meant by checking?
9. Should the course be narrowed to get a greater degree of thoroughness in what is taught? i.e., Should the aim be to give some knowledge of a large number

of processes, or to secure mastery of fewer processes considered most essential?

10. Should the work in decimals, except division of decimals, be taught before the mastery of common fractions?

11. What standard of attainment in the respective processes—addition, subtraction, multiplication, division, similar operations in common fractions and decimals, etc.—should each grade be expected to reach?

12. Just how is this to be determined?

13. State in some detail what should be the objective to be reached in each grade.

14. Are vocabulary difficulties greater in respect to Arithmetic than in other subjects?

15. Make a list of technical works in Arithmetic for each grade and test your classes to ascertain if they are familiar with the words for their respective grades, and the grade preceding and succeeding.

16. Should the wording of problems be varied? What advantage is gained if any?

17. Should writing numbers in words be a charge upon the Arithmetic class or the Language class?

18. What assurance do you have that the total marks you give to any pupil's Arithmetic examination

paper is within twenty per cent. of what would be assigned to it by any other teacher?

19. When setting an examination paper in Arithmetic what evidence have you that the marks assigned to each question are a fair statement of their relative value?

20. What in the Course should be eliminated?

21. What is left out of the Course that should be included?

22. If anything is to be added in what grade should it be included?

23. What in the Course is misplaced as to grade? Is the logical sequence broken anywhere by misplacement or omissions?

24. What operations or processes should be given greater stress, what less stress?

25. Does the Course give definite direction to teachers in this respect?

26. By what is a teacher to be guided primarily, the Course of Study, the Textbook, the Inspector or Departmental examination?

GRADE I.

1. Should formal Arithmetic be taught in Grade I. at all?

2. If in Grade I., should it be taught in Junior Grade I?

3. Should the combinations and separations taught in Grade I. extend beyond the number ten, to say number twelve, or fifteen?

4. Just what concept of numbers up to ten should be expected of Grade I. children—i.e., the series idea, the relational idea, the collective idea, the ratio idea?

5. Is it desirable to try to teach Grade I. pupils the relative values of numbers up to 100—i.e., to have them acquire an idea of the relative values of such numbers as 65, 87, etc.?

6. In order to teach the number concepts required of Grade I., is it necessary or desirable that pupils be taught to write the number symbols and recognize them when written?

7. If any, what value is there in teaching "families" as designated in the Course?

8. What do the numbers "3," "6," etc., mean to the child upon entering school?

GRADE II.

1. Can the average Grade II. child be expected to appreciate relative values of numbers up to 1000, or should this be cut down to 500 or even less?

2. Should bridging the tens be more definitely stressed in Grade II?

3. Why not postpone introduction of Roman numerals until Grade IV?

GRADE III.

1. Should subtraction be taught by additive or borrowing method? Why?

2. Should one method or the other be prescribed by the Course?

3. What knowledge does a Grade II. child have of the numbers 1000, 10,000, 100,000? Is notation to 100,000 beyond the comprehension of Grade III. children? Would up to 10,000 be sufficient?

4. In what grade should the multiplication tables be introduced?

5. Should they be taught at the beginning of the work in multiplication or be reserved until most of the multiplication facts have been learned and used?

6. In what order should the respective multiplication tables be taught?

7. Does the course of study provide for sufficient

drill on the tables in this or later grades? Just when and to what extent should such drill take place?

8. Should fraction symbols be introduced here or postponed to a later grade?

9. What provision is made for checking in the first three grades?

GRADE IV.

1. Should knowledge of fractions other than knowledge of unit fractions be required in this grade?

2. What should be the maximum size of numbers used in Grade IV. in the processes of addition, subtraction, multiplication and division?

3. Why should Roman numerals be taught beyond XII., which is maximum required for the face of a clock, or to the number XX. at the outside?

4. If Roman numerals must be taught should they be reviewed in Grade V?

GRADE V.

1. Are any tables taught in Grade V. which might well be left to a later grade or eliminated entirely? Square measure? Cubic measure?

2. Are there any portions of tables which should be wholly eliminated or left to a later grade— $5\frac{1}{2}$ yards in a rod; 144 square inches in a square foot; 1728 cubic inches in a cubic foot; $30\frac{1}{4}$ square yards in a square rod?

3. Should addition and subtraction of fractions requiring reduction to a common denominator be introduced in this grade?

4. Do you experience any difficulty through tables following each other too closely?

5. With what tables do your pupils have most difficulty? What sort of mistakes do they make? Do they confuse linear and square measure, etc.?

GRADE VI.

1. What knowledge of fractions is the pupil expected to have upon entering Grade VI?

2. Is Grade VI. the proper place to teach a thorough knowledge of fractions?

3. Is it desirable to teach G. C. D. and L. C. M.?

GRADE VII.

1. Should the formal work in decimals be mastered in this grade?

2. As the element of time enters into the process, should the finding of interest be postponed until Grade VIII?

3. Should this grade be expected to find rate per cent. of loss or gain?

4. Should a greater number of the applications of percentage be placed in this grade?

GRADE VIII.

1. What application of percentage should be taught? Profit and loss? Interest? Commission? Trade discount? Taxes? Fire and life insurance? Compound interest? Bank discount? Duties? Stocks and bonds? Debentures?

2. In interest should pupils be required to compute number of days from one date to another date, or should tables or the calendar be used for this?

3. Should the use of interest tables be taught? Tables of square root, squares of numbers, etc.?

4. Should pupils be expected to find rate per cent. from principal, time and interest? To find principal when rate, time and interest are given? To find time when principal, rate and interest are given? To find principal when amount, rate and time are given?

5. Should buying commission be taught when prob-

lem states commission and cost of commodity in one lump sum together with rate of commission?

6. Should pupils be required to find cost when selling price and rate of loss or gain are given?

7. Should pupils be required to find marked price, list price or invoice price when net price and rate of discount are given?

8. Should pupils be required to find assessment with taxes and mill rate given?

9. In compound interest to how many computations should the problem extend?

10. In connection with interest and business forms should mortgages, agreements of sale, transfers, bills of sale, titles to property, and judgments or executions against persons, cheques, promissory notes, deposit slips, the banking system, exchange, bank, provincial government, post office and trust company savings accounts, current accounts in banks, bank drafts, post office and express money orders, and Dominion old age annuities be introduced?

11. Should squares of numbers and square root be taught?

12. Should Grade VIII pupils be expected to find area and circumference of circles, surface area and volume of cylinders, area of trapeziums, volume and surface area of cones and spheres, amount of hay in stacks, amount of water in cisterns?

13. Should graphs be taught in Grade VIII? To what extent? As this is new work should the requirements be more definitely specified in the course? How should it be specified?

14. Should the metric system be taught? To what extent?

15. Should English money, troy weight, apothecaries' weight, plastering, papering, carpeting, board measure be taught in this grade?

Analerta

A FIRST-CLASS instance of autocracy in action as exemplified by our democratic Department of Education, is shown in the recent transfer of Public School inspectors from one inspectorate to another. The scheme in itself may not be subject to very much effective criticism, but the manner in which it was carried out causes one to wonder whether the alleged democratic ideals of the U.F.A. Government have been sunk without warning.

It is stated that the plan was not even divulged to or talked over by the inspectors themselves. It emanated in the Department and the inspectors were ordered to move. No consideration was given the fact that many of the inspectors were property-holders in their respective communities and would have to sacrifice considerable of their investments if they complied with the orders of the Department. Representations to the Department by various public bodies, such as U.F.A. Locals, school trustees, community clubs and the like were also given no consideration. The fiat had gone forth and the officials of the Department were unshaken in their autocratic attitude.

The Minister of Education cuts a sorry figure in this mess. He, at least, being the responsible head of the Department, had it in his power to demand that some consideration should be given each individual case before removal was finally decided upon. But the Minister is evidently in the hands of his officials, who

issue the orders while he meekly signs on the dotted line. The case of the inspectors adds to the growing suspicion that the Hon. Perren Baker is a false alarm as a Minister of Education.

—Vegreville Observer, Dec. 13, 1922

EDISON ON COLLEGE EDUCATION

M^{R.} EDISON'S renewed disapproval of the present day college graduate will revive the controversy aroused by his former intelligence questionnaire. His main objection is that the average graduate objects to work, especially if it is dirty. Lack of imagination and initiative is another fault. The collegian thinks he knows it all; he does not want to begin at the bottom and work up; he wants to start at the top. The same defects have been noticed in some products of the high school; and, indeed, it is characteristic of many of the modern youth.

Which gives point to Edison's remark that as a rule the right kind of men don't go to college, another way of saying that too many of the wrong kind do. College, he admits, is a good place for the man who wants to work, but there are very few of that type nowadays. Possibly the rush to the colleges is the result of the notion that a college education will lead to a soft snap without work, a "white collar job." It was not that way in older days when going to college was a serious preparation for a life work.

The inventor's criticism is based on experience, shared by many employers. The colleges are blamed because they cannot turn out a first-class product with inferior material. The remedy is closer selection of students. Provoked by collegiate shortcomings, Edison says college education is not a necessity, but he recognizes that, given to the proper type of student, it is an advantage. Men of natural gifts can proceed without it, as in his own case, but all the college education in the world could not make a dullard into an Edison.

—Pittsburgh Dispatch.

A SCHOOLMA'AM SPEAKS HER MIND

The spy system—or, in gentler terms, the "espionage" known as "inspection"—has become a preventive of good teaching in our public schools, we are told, for "an intelligent system is a contradiction in terms." Absurdly unintelligent, declares Caroline E. Macgill in the *North American Review* is this particular system, for, as she contends:

"No one can do good work under a perpetual espionage. It is the *raison d'être* of inspectors to find fault and to alter, in order to justify their salaries. That is only human nature, but it is death to constructive teaching. A really able teacher will do one of two things, get out of teaching permanently, or leave for some place where she can breathe. And worst of all is the oft-seen plan whereby inspection and superintendency are committed to raw youths just out of college, or ponderous "educators" who never taught a class in their lives, and could not to save their souls. No wonder the teaching profession does not hold long those who enter it. I remember an illuminating experience in my own early days of public-school employment. There was a handsome young specimen of the masculine persuasion arriving at the same time as myself. I had little faith in men teachers, remembering the conditions of my school days, when we ran over the men teachers pretty much at will. I found this person was to have a room next to my own, which increased my dismay. As the year wore on, and I found it often necessary to keep

order not only in my room, but in his, I liked his neighborhood still less. He had an aggravating trick of departing for the library when matters got too warm, knowing that in self-defence someone would come in and reduce his hoodlums to subjection. Needless to say, he was not re-engaged at the end of the year; but he promptly got a place as superintendent of schools in a town not very far away. Picture the humiliation of soul at being obliged to take directions from such a creature!"

Continuing, she declares that "the most autocratically ruled institution is the so-called democratic public school," for—

"The whole motivation is fear, inevitable in a system, indeed. The fear motif has many ramifications. Offered a well-equipped and a mediocre teacher, the superintendent will, in nine cases out of ten, hire the mediocre, lest the abler woman 'have ideas,' and be difficult to handle. I sat in an agency office, a while ago, and listened to the comments of superintendents consulting with the head about prospective teachers. Not once did I hear teaching ability mentioned.

In the same office, some years before, I was offered a place to teach Spanish, not because I know the language, for I do not, but because they needed a good disciplinarian, and Spanish happened to be the vacant subject. Although I protested I could not teach a language I had never studied, they offered additional salary as an inducement to take the post! On the whole, the public gets about as good schools as it demands."—*Literary Digest*, Nov. 11, 1922.

THE HOT SCHOOL LUNCH

"The School Lunch" is the title of Bulletin No. 89, just issued by the Extension service of the State College of Washington. In it Miss Mary Sutherland not only gives a résumé of a study of the value of the hot lunch, particularly in rural schools, but a record card for foods served at various home meals, lunch menus for four weeks at school, suggestions for the packing of lunches at home, and for the organization of a Hot Lunch Club in the school. How to keep the accounts for such a club, a score of recipes, and even a chart of "table etiquette" to be taught the children, are included. The boys can easily make a fireless cooker to add to the equipment, saving time, fuel and work.

"The hot school lunch and a better selection of foods for the home lunch basket is a factor aimed to correct in a measure some of the faulty dietary habits which are partly responsible for the lower health standard among rural children," says Miss Sutherland.

PRIMROSE PATHS OF EDUCATION

Sex education in the schools marks another step in the competition between the state and the home in the care of the younger generation. The school domain extends year by year, and the tendency of home activities is decidedly toward retreat. The school has done more than enlarge its actual curriculum to include training in such practical fields as cooking, sewing and farming; it has improved its manners also and more and more it assumes an ingratiating attitude, tempting the young into the academic parlor.

"Treating 'em rough" is no longer the vogue in the classroom. Enticing the student to learn, luring him to an education, better describes the technic of much modern pedagogy. Rousseau possibly made the largest dent in the ranks of the sterner disciplinarians;

now appeal to the student's interest is almost a creed. The imparting of information assumes an aspect of salesmanship, with facts and ideas as the commodities. Appeal to the natural interests and all the tricks of psychology become parts of the teacher's no less than the advertiser's beguiling ways. "We do not care how the student gets the information, just so he gets it," said one educator. That attitude is not uncommon.

Yet the process of gaining information as well as the possession of it has value. The meaning and the successes of life are not dispensed to the individual by a beneficently pedagogical providence. The individual whose will is softened by a bath of attractive facts and ideas to which the only reaction necessary is that of a sponge may surrender later to the mauling of irrational and unmodified circumstance and event in the practical world.

Correspondence courses and schools that sell education by the advertising methods of a manufacturer selling shoes or molasses have their value. Education merits advertising and promotional effort certainly quite as much as do such commodities as soap or paint. Though the method may be unique in the history of education, the results, if present-day faith in education is justified, must promote the social welfare.

The immense importance of general education in a country organized on democratic principles has produced novel means for the distribution of knowledge. Though there continues to be no royal road to learning, efforts to transform learning's rugged path into an intellectual "shoot the chutes" offering no difficulties to any inert mass should be regarded with apprehension. An education acquired easily, with no spiritual strain, a collation of information of which the fawning instructor begs the student to partake, may have a value as slight as the effort it requires. This tendency in the new education deserves consideration along with the question of diminished authority of the home.

—*Chicago Daily News*.

Canadian Teachers' Federation

THE BRANDON SITUATION

1. Former Staff: All of the former staff have been placed in good positions with the exception of one or two who wished to stop teaching for a time. They are happy and contented in their new positions, so far as I can discover, and their Boards are glad to have such good teachers offered them. The Brandon staff was a select one. I asked one man if he would like to return to Brandon. He said, "Not for \$10,000 a year." Under a new Board and with prospects of just treatment he might, however, change his mind, but I doubt it.

2. The Present Staff: Three inspections have been made by officials of the Department of Education. I have just seen the last report of the inspection of Messrs. McIntyre, Peach and Parker. This report does not change my opinion as to the general calibre of those who came to this city whilst the regular teachers were fighting for a principle absolutely fundamental to the profession. Under ordinary circumstances I doubt if Brandon would have ten of them. Doubtless among them could be found the material out of which good teachers might be made, but it is difficult to think that people who will enter service under such conditions as obtained in Brandon are such as intend to remain in the profession and by their service and

interest in the profession raise it to that dignity with which Federation members if necessary clothe the teacher's calling. Some of these people possess good scholastic training, many have the minimum, or less; some have long experience of a varied character, many have absolutely none; some show aptitude for the art of teaching, many show none whatever; some evidently did not know the details of the school dispute, most went into the affair with their eyes open; all (with few exceptions) evidently possess that rather unusual quality of being willing to sink professional loyalty and co-operation for the sake of position and appointment.

3. The Inspections: Federation members have been disappointed that the reports of these inspections were difficult to get. They were a factor having to do with the settlement. The Department, however, observed a strictly neutral attitude, practically saying to Brandon: "Settle this quarrel among yourselves." One can quite understand this position. The last inspection will probably be a factor in the civic elections taking place on Friday, November 24th. Copies of this last report were sent to both parties to the dispute.

4. The Elections: The retiring five trustees have been rather unwilling to face the contest. They tried to get other men to run who, however, were expected to continue the policy which the Board adopted during the spring of 1922. The Citizens' Committee have a strong slate, and they are confident that they can win at least a majority of them. Be this as it may, much depends upon the vote at this election.

5. A Divided City: To say the least, the city is sadly rent asunder by the school question. From what I can learn, fathers and mothers who have children going to school are anxious for a new Board. Apart from the plea of either side, they feel that the Board, to say the least, "bungled" school matters, and having failed in an evident duty, they and their friends should no longer exercise authority over the educational affairs of the city. The only hope for a ready recovery is that the Citizens' Committee carry their slate with a large majority. A good vote will then show the teachers of Canada what the citizens of Brandon really want and deserve.

6. The Manitoba Teachers' Federation is watching the contest with keen interest. They have declared that the Saskatoon resolution is the basis of their action. After all, the vital matter is the recognition of the right of arbitration and the right to negotiate collectively. As to the outcome, we cannot say what it will be until the elections are over and the new Board meets in January. In the meantime, until the people of Brandon and their Board give substantial indications that in the future their purpose will be to use their teachers justly so that there is some guarantee of fair treatment, the Manitoba Teachers' Federation cannot undertake and will not undertake to recommend regular teachers to seek and accept positions in that city. In justice to the former staff, to the teaching profession of Canada, and to the efficiency of the educational system of Brandon and that of every other Canadian city, we cannot do otherwise.

E. K. MARSHALL.

NEW BRANDON SCHOOL BOARD

The election of Trustees took place on Friday, November 24th. The retiring five Trustees seemed unwilling to face the contest. One resigned outright. Of the other four who stood for re-election, three were defeated at the polls and one, who was a friend of the

teachers, and who stayed away from the Board meetings because of inability to make emphatic protest, was re-elected. David Creighton, Rupert Magee and Clarence King met defeat and were the only members seeking re-election who voted for the resolution which resulted in the dismissal of the entire teaching staff last spring.

The Canadian Teachers' Federation is watching the situation with keen interest. They have declared that the Saskatoon resolution is the basis of their action. After all, the vital matter is the recognition of the right of arbitration and the right to negotiate collectively. As to the outcome, we cannot say what it will be until the new Board meets in January. In the meantime, until the people of Brandon and their Board give substantial indications that in the future their purpose will be to use their teachers justly so that there is some guarantee of fair treatment, the Canadian Teachers' Federation cannot undertake and will not undertake to recommend regular teachers to seek and accept positions in that city. In justice to the former staff, to the teaching profession of Canada, and to the efficiency of the educational system of Brandon and that of every other Canadian city, we cannot do otherwise.

H. W. HUNTLY, President, C.T.F.

Manitoba Teachers' Federation

THE PRESIDENT'S LETTER

To the Teachers of Manitoba:

THE Manitoba Teachers' Federation has now been functioning over three years in the interests of education and of the teaching profession. It has fully justified itself by its sane, progressive and vigorous policies. There should no longer be any ignorance on the part of teachers as to what can be accomplished for the teaching profession and for the public service rendered by that profession when we are united, and there should be no hesitancy on the part of any one in joining the organization and adding to the strength of the profession by individual contribution and co-operation when such an opportunity for extended service is afforded every teacher in the province.

Because the annual meeting of the M.T.F. comes soon and the autumn conventions have been or are being held, it may be well to recall to our minds certain points. In considering the question, "What has the Federation done?" it will be well to consider two things:

1. The formation of the M.T.F. has toned up the whole profession. It is doubtful if we should have had so great a professional re-awakening today and so strong a desire to accomplish worthy ends in the cause of education had there been no such co-operation among the members of the teaching profession as the M.T.F. afforded. The desire expressed so widely by the teachers of this province to improve themselves and to add to their practical efficiency is one of the amazing educational developments of recent years.

2. The Federation has prevented the wholesale slaughter of salary schedules, with its consequent weakening of the profession and its inevitable impairment of citizenship. It prevented this catastrophe by virtue of the strong public sentiment which had become vitally interested in the teaching

profession and in the permanent and substantial benefits to be derived from an efficient teaching staff. That there exists today this strong interested public opinion supporting progressive school measures and good teaching, in spite of heavy taxation, is in a large measure due to vigorous championship by the M.T.F. of the cause of educational efficiency. Teachers themselves are preaching the glorious evangel of "Good Schools for the boys and girls of Manitoba." You are expected to continue such evangelistic service.

The Federation has immense possibilities of service (1) to the teacher personally by way of improved professional equipment and better teaching conditions, and (2) to the profession by making it worth while to the public by more efficient service, by bringing to bear unselfish devotion and an experienced and considered advice, as well as a faith in and hope for greater things in the future.

We, as individual teachers, are almost powerless to function effectively in these larger capacities. This was long our great disability: we were but "a rope of sand." But through this strong, vigorous and sane organization you can have a part to play that may be of vast importance to education in this province. We appeal, therefore, to you for your support and good will.

This support may be rendered in these ways:

1. Your membership. If you have not already paid for this year, please do so at once. If you have, we thank you for your promptitude and say that it is just such as you who make advance in any organization possible.

2. Your professional loyalty. This is done by joining and working in some convenient Local. If there is not a Local near you, we shall expect you to send your name and fees to 701 McIntyre Block, Winnipeg, directly. Further, you can speak to your neighboring teacher and see that he or she does not forget to renew membership in the M.T.F.

3. Your continued interest in education and the advancement of not only yourself but of your profession. Read widely and think deeply about the problems of your profession, and whether you intend to remain a teacher many or few years resolve to leave the profession a little better, a little richer, and a little stronger than when you entered it.

The December annual meeting will be an important one. If you belong to a Local see that it has its delegates appointed early. If you are a member-at-large, you will, I am sure, look forward with interest for the January Bulletin, with its report of that conference. The December Bulletin will contain the resolutions coming up for consideration by the delegates. You will be vitally concerned in these because they will affect you, directly and indirectly, in many ways.

We have passed through rather strenuous times this year, but we have issued from the testing period with credit and with greater solidarity than ever. When the testing time came, the teachers responded to the call with wonderful loyalty and beautiful co-operation. Let us continue this fine trust in one another and let us renew our efforts to develop in Manitoba the best educational system in Canada. Your fee, after all, is not a large one; but when we unite these small contributions they represent great potentialities of service. Be sure to add your share; give us your support, and the Manitoba Teachers' Federation will function in a manner effective in terms of Canadian citizenship far beyond the dreams of its founders.

Fraternally yours,
E. K. MARSHALL.

Portage la Prairie, Man., Nov. 22, 1922

Dear Mr. Barnett:

I am enclosing a copy of the letter which I received early in July from one of the "individuals" who took service with the Brandon School Board during May and June. We have had a good many abusive letters, but this is one of the most interesting of them. I do not remember whether I sent you a copy or not. It is almost good enough to publish.

The Brandon elections are next Friday. They are having a hot time of it, I can tell you. We are hopeful that the better element will give an abundant expression at the polls. We cannot help them out if they do not.

Our secretary reports that more fees are being received this fall than ever before. This is especially true of the isolated teacher. We have our annual meeting on December 28. With kindest regards,

I am, yours very truly,
E. K. MARSHALL.

WRITE HIM DOWN AN ASS!

Brandon, Man., June 30, 1922

The Editor of *The Bulletin*,
Manitoba Teachers' Federation.

Dear Sir:

On May 8th I arrived in Brandon. I was laboring at that time under the stress of two opposing influences. On the one hand there was the privilege of earning money, of which I would shortly be in need. Pitted against this was the consciousness that I might be injuring a cause which it is my right to support.

I listened for the greater part of the first day to the criticism of the people. If you had asked me that evening why I had decided to remain, I doubt whether I could have told you. But I can tell you now since I can see my thoughts pass by in review. It was simply because I knew instinctively that "the man who is wrong never forgives." I saw your campaign being carried on by the encouragement of mobs, by blackmail, by placarding, by boycotting, by misrepresentation and by everything foreign to a touch of courtesy. I love a sportsman, but out-topping this sentiment is, I believe, my hatred for the cad—the man of little soul. On the other side, while I cannot discern any good in the spectacle which presented itself, men proceeded quietly about their business. That is why I am in Brandon today.

A Greek sculptor of rising repute was disappointed in love. He became a woman-hater. To avenge himself in general upon the sex he dedicated his efforts to the creation of the most hideous female form which his genius could express. When the work was finished, so well was his selfish purpose filled, that he fell in love with this monster of his own creation. This foolish worship sucked his genius of its high resolve and the sculptor's name was buried with him. So here are men on both sides of the fence (but an organization on one side only), who, having made their mistakes, directly fall in love with them and starve their reason to worship at the shrine of self.

Today, through your generosity, I have in my hand the Bulletin of the Manitoba Teachers' Federation, No. 18. Glistening with the varnish of your vituperative spleen, the monster is again erected.

I smile.

I smile to see such big game as your own organization falling before the shaft of the commonest psychological ineptitudes. What made you think I was

withholding my name from you or from your readers at large? Rather clip my name from the list and with the brush of blackmail which you have wielded so promiscuously from coast to coast, write my name in scarlet letters across the international boundary line. Then will the observer if he knows that I once taught in Manitoba, know too that I had nothing to do with the conduction of your campaign.

As a man no longer a teacher by profession, but who is at heart behind the desires and aspirations of the teaching body, I wish, for the good of the cause, that either the M.T.F. or those who give tone to its present character shall have an early official demise. Until that time, Sir, "I do desire we should be better strangers."

Yours,

MILTON SILLS LLOYD.

Children's Humor

(M. J. G.)

Headmaster (to a small boy who had been sent to him for castigation): I thought I told you last time that I didn't want to see you here again.

Small Boy: So I told Mr. Jones, sir, but he didn't take any notice.

Teacher: How many senses have we?

Pupil: Six, sir.

Teacher (sarcastically): Well, I have only five. What is the sixth?

Pupil (at the back of the class): Commonsense, sir.

An Inspector asked a class of children whether it would be correct for a boy to say to him: "You was here yesterday."

The answer came instantly, "No, it would not be correct; because you wasn't here yesterday."

An Inspector was trying to get from a class the meaning of the word "pilgrim." One boy ventured to suggest that a pilgrim was a person who went round from one place to another.

"Well, then," said the Inspector, "I am at your school today, and I shall visit another school tomorrow, and still another the next day. Am I a pilgrim?"

"Oh, no, sir!" a little girl exclaimed, "A pilgrim is a good man."

A little girl had been taken to church by her Aunt Helen. On returning home her mother began to cross-examine her as to what she had heard.

"What hymn did you have, dear?" she asked.

The little girl's memory failing her for the moment, she turned enquiringly to her aunt, who whispered in her ear, "'Sun of My Soul,' dear."

"Son of Aunt Helen's Soul," was the reply that astounded her parent.

The lesson was from the "Prodigal Son," and the Sunday School teacher was dwelling on the character of the elder brother.

"But amid all the rejoicing," he said, "there was one to whom the preparation of the feast brought no joy, to whom the prodigal's return gave no pleasure, but only bitterness; one who did not approve of the feast they held, and who had no wish to attend it! Now, can any of you tell me who this was?"

There was a breathless silence. Then from a dozen

sympathetic scholars came the chorus: "Please, sir, it was the fatted calf."

Elizabeth: "Look, Mummy, Grandpa has gone off to Heaven and forgotten his spectacles!"

Molly: Are we really made from dust, Daddy?

Daddy: Yes.

Molly: Then why don't we turn muddy when we drink?

An American mother once related to her son the familiar anecdote about George Washington never having told a lie. When she had finished, the boy said, "Mamma, did you ever tell a lie?"

"Oh, perhaps, when I was young," she replied.

Then he said, "And Uncle Sam?"

"Why, perhaps, he may have been led away."

"Aunt Jane?"

"Yes, probably once or twice."

After a moment's thoughtful silence, the boy resumed, "Mamma, it must be very lonely in Heaven."

"Why, my dear?"

"Because there can be nobody there but God and George Washington."

Betty: And when you die, Mother, will you go to Heaven, too?

Mother: I hope so, dear.

Betty: And I hope so, too. It would be awful to be in Heaven and get pointed out as the little girl whose mother was in the other place.

Items from Overseas

(M. J. G.)

AMONG the thousands of boys who have recently returned to the public schools are many who have been on holidays which have taken them 6,000 to 12,000 miles.

Mr. Sze, the Chinese Minister at Washington, in August came over for his three children, who are at school in England, and took them back to Washington for their holiday.

Some boys have been holiday-making at homes as far afield as Canada, Uruguay, Brazil, India and the Argentine. What is more, they are said to think no more of it than making a journey up to Scotland.

A public-school master told a *Daily Mail* reporter that parents were beginning to think the money was well spent on the trip; it helped to keep the boys more settled. "I know one boy," he added, "who has been home to the United States five times during his four years at school. Hundreds of boys go home to Canada every year."—*Overseas Daily Mail*.

The *Daily Mail* is informed by the Rev. E. Warrington, Monkton Combe Vicarage, Bath, that Stowe House, Buckinghamshire, for many years the home of the Dukes of Buckingham, has been bought by a committee of which Lord Gisborough is the head. It is the intention to open it as a public school next Easter, if it is possible to complete the preparations by that time.

With the house go 348 acres of land, and the purchase also includes the temples, the chapel containing the famous Grinling Gibbons carvings, the State library, and the Gothic library, all of which will be preserved.—*Overseas Daily Mail*.

Editorial

AVERAGE SALARIES OF ALBERTA TEACHERS

The averages given below are based on statistics from the Annual Reports of the Department of Education: therefore, they are authoritative.

YEAR	RURAL TEACHERS	ALL TEACHERS
1915.....	\$ 758.91	\$ 792.72
1916.....	765.01	826.69
1917.....	796.34	862.64
1918.....	865.38	919.34
1919.....	956.95	1,025.67
1920.....	1,077.33	1,180.62
1921.....	1,178.76	1,288.89

No substantial increase is noticed in salaries of Rural Teachers until Midsummer of 1917, when the Statutory Minimum, passed in March of that year, gave a considerable boost. The increase in 1916 "in all schools" was due to "War Cuts in Salary" being restored in the towns and large cities. Otherwise salaries were practically stationary until Midsummer, 1918. The Statutory Minimum had failed to materially increase salaries: this in spite of splendid crops and the high price of farm products, and increase in wages of all other wage earners.

In 1918 the A.T.A. commenced to be talked about; 1919 was 'flu year and the organization work was seriously impeded. However, the \$1,200 minimum commenced to make itself felt.

Midsummer, 1919, to Midsummer, 1920, was the first year of full effectiveness of the A.T.A.—note the jump—and the work was continued through 1921 with similar progress.

The A.T.A. gave the increase, not the "Law of Supply and Demand." The years 1916, 1917, 1918 were the years of greatest scarcity of teachers, yet no material increases in salaries were earned; the real pressure upward came as a result of organizing.

Can the A.T.A. hold what it has won? It will take much more organization to hold now than it required to advance during the banner year, 1920 to 1921.

J. W. B.

Is it a Profession?

W. H. TODD, Principal of Queen's Ave. School, Edmonton

IS school teaching a profession? The question is asked often of late. Usually teachers answer in the affirmative. My answer is that it may be. It depends entirely upon the individual; upon the way he practices it. Whether a teacher rightly claims the status of a profession depends upon whether he (or she) teaches and administers his school with scientific knowledge and understanding. He who follows the letter of the law blindly, who executes programs and policies as he has been taught merely because he has

been taught that such is a proper procedure arriving at desirable ends is functioning merely as a good workman. The good workman who exercises scientific knowledge upon the situations constantly arising in his experience enters the class of the professions. It rests with the individual whether he be of the class of the tradesman or of the class of the professions.

But why quibble over a name? The social status of the school teacher does not depend upon classification. Neither does the size of his pay cheque. Modern society is dissatisfied with its education. Numerous social units are striving to determine just what is required and just how that can be secured. The teaching body should be one of these units foremost in the endeavor. More is demanded than can be delivered by the tradesman teacher. More than the tradesman teacher cannot be supplied without greater public expenditure. Greater public expenditure will not be made except upon delivery of goods in proportion, and furthermore, unless it be proved that such greater expenditure is in fact true economy.

Still the situation is not discouraging. Quite the contrary. Society is paying more. The school product is increasing materially. Society is demanding scientific administration of its schools. Cities and towns the continent over are hiring school principals, supervisors, superintendents or directors who may properly be classed in the category of a profession.

These same individuals in office, as well as other teachers, are being trained in scientific education as rapidly as possible. It has come to be realized that an educated man is not a teacher any more than an educated man is a physician. A teacher in the full sense of the word is one educated in education, just as the lawyer is a man educated in law. The day is not far distant when the initial qualification for a principal in a standard school of city or town will be a university degree in education. To have been a successful tradesman will not suffice. Universities are building up such colleges and graduating such individuals now. Without question this school principal will be recognized as belonging to the professions and will be paid accordingly. His staff will be teachers in various stages aspiring to professional status. The consolidated school of the rural district will be of similar organization. The rural district will be increased in size to equal the rural municipality and will employ professional educators to direct its schools.

To the man or woman seriously following education as a life work the present rapid evolution, if I see it correctly, should be gratifying. If the demands upon the school were not increasing; if society were satisfied with its education, it is certain that the school teacher would never enjoy professional recognition. The pay for school work would continue inadequate as compared with other callings. The young man or young woman seeking a vocation would do well to consider seriously school teaching as a profession. To the individual who would really learn it, it is the greatest and most gratifying work in the world.

A LADY ORATOR

Miss Mary Crawford, Past President of the Edmonton High School Local, and Past President of the A.T.A., recently addressed the annual general meeting of the Alberta Civil Servants. The following report of her address is taken from the official organ of the Civil Servants' Association, *The Civil Service Bulletin*. This

bright little monthly adds very much to the strength of the organized brain-workers of Alberta.

"Miss Mary Crawford, who spoke with a fluency and aplomb that won the admiration of her audience, brought greetings from the Alberta Teachers' Alliance. The teachers, she said, felt they had a great deal in common with other bodies of workers, such as the Civil Service Association, organized for the protection of their interests and the improvement of their service. Teachers were particularly interested in the joint council, feeling that in such councils lay the hope of a peace-

ful solution of misunderstandings which could not but arise from time to time. The Bulletin of the Association, she also felt, served a most useful purpose, as a medium for the propagation of ideas and informing members who were so located that it was difficult to keep them in touch with the progress of events. Miss Crawford dwelt on the success which had attended the efforts of the Teachers' Alliance in the five years of its existence. They strove constantly for the betterment of conditions, and at the same time considered it well to let their members know that the Alliance did not stand for inefficiency in service."



A Study of Sportsmanship

H. KENNEDY, CAPT.

Supervisor of Physical Education, Edmonton Public Schools



CLEAN

I want that boy of mine to be
Square to the last and final letter;
From taint and cunning wholly free.
I want him to love honor better
Than victory and silver things
Which contest in a struggle brings.

"Clean as a hound's tooth"—that's the phrase
Once by a great leader of our country spoken,
Who loved the sportsman's manly ways;
And valued truth beyond a token;
Better to lose with conscience clear
Than win by methods false and mean.

I want him to observe the rules,
Be fair in desperate circumstances;
To know that cunning's used by fools
Who fear to take the hardest chances!
That with the victory of deceit
The victor quits the field a cheat.

I want him to play hard to win,
But not to make victory his master;
Whatever game he enters in
Though he must triumph or disaster
I want him coming home a man
As clean as when the game began.

Oh! boy of mine, let sportsmanship
Never for any gain desert you;
If on yourself you keep your grip
There is no failure that can hurt you;
You shall have more than prizes mean,
If you have kept your record clean.

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—Edgar A. Guest.

THE above poem was written especially for the occasion of Detroit's first Civic Sportsmanship Banquet held under the auspices of the Department of Health Education, Detroit Public Schools, in April, 1921.

The School administrators must judge their organization for Athletics, games and play, by what the organization accomplished for the child. The test questions are these:

Are these play activities organized to control health and body building?

Are these play activities organized to control the educational and character building objectives?

Are we satisfied with the character building that results from the organized play? What definite or measureable things are we doing to control sportsmanship? What more can we do?

We know that where very good general character

exists among children, the sportsmanship problem is not acute. The broad problem of character training is being earnestly studied these days. Educators everywhere are realizing that a curriculum which does not measurably teach character and the habits of useful citizenship is omitting the most important function for which education is responsible.

The old-fashioned grade for "conduct" on the children's report card is the only universal attempt which has been made to measure any part of this subject. The other school effort has been confined to a little preaching. Teaching implies measurement. Unmeasured preaching is unintelligent effort expended.

Character is the measurement we have for determining whether the ideals of the individual or of the group are in line with right progress. Character is simply a measurement of the ideals which lead people. A man of fine character is a man of fine life purposes. Honor, Courtesy, Self-control, etc., a number of qualities which are measurements in themselves, are a part of this general measurement of character.

Good sportsmanship consists of a number of qualities, each of which is a measurement—each of which becomes a subject for education. Good Sportsmanship is not an intangible, mysterious thing, which, if one tries to touch or discuss, will vanish. It is a definite measurement of certain qualities which, if present, are the result of very definite education.

A simple analysis of all sportsmanlike and unsportsmanlike acts broadly identifies the chief qualities which must be developed as:

The Quality of Honor;
The Quality of Courtesy;
The Quality of Unselfishness.

A pupil who possesses these qualities will be a good sport under the most trying circumstances. Under honor may be listed reliability and truthfulness. Under courtesy may be listed self-control, social harmony and opportunities for good fellowship. Under unselfishness may be listed fairness and consideration for others.

A child should be a good sport, not because of fear of disapproval alone, not because of strict discipline, but because he has accepted the code or creed of a true sportsman. This acceptance or adoption of the code or creed should result from belief in it and a desire to practice it in life.

The problem of getting the teacher personnel interested in and measuring progress in the right direction, comes first. Then we can set up and interpret the ideals

of sportsmanship to the children, and the ideals will have a chance to live and grow. Until this is actually accomplished our efforts to develop true sportsmanship will be as futile as though we attempted to paint a house which was on fire within.

We should work with the following aims to guide us: To teach the child the value of fine traits of character by means of interpreting situations which arise in actual school experience;

To build up in the child's mind the ideals of true character and good sportsmanship;

To assist and encourage the child to live up to these ideals presented so that the child will be led to adopt the proper code of sportsmanship.

Sportsmanship is at present a very unorganized issue in our public schools. The vital thing necessary is to place in every teacher's hands the best organization of methods and material possible. We must bring this to a head.

The teachers selected to conduct sport in our schools should be chosen with the greatest care. Too often this is entirely overlooked in the selection of our staffs. One or two teachers who themselves have not the faintest conception of what good sportsmanship means, who do not realize the responsibility of their position or the influence they are having on the character of the children placed under their charge, who set up the false standard of sportsmanship of "Winning at all costs, by fair or foul means," can pervert a good system. The sooner we realize this fact and meet the situation squarely, the sooner we will be in a position to accomplish some lasting good.

In the actual progress of a game there are many points which require interpretation, and repeated presentation, as: acts of spectators, acts of players, school spirit, etc. I would like to see a different system of scoring adopted in regard to our school sports and league games. I also strongly favor a system whereby our High School students could be trained to act as officials in our league sports. We have been experimenting along these lines and results show that it works out fairly successfully.

In a later article I shall endeavor to deal with changes in our present scoring system, which, although fairly good, could, I think, be much improved.

In conclusion, I would ask the school principals and those teachers in charge of league sports not merely to ask, "Who won or lost yesterday's game," but rather "What was the score in sportsmanship"? They should make it their business to know how the school team conducted itself on the field, before, during, and after the game.

Be a Sport!

What if you lost the game?

Be a Sport!

You didn't play for *fame*,

You played for the *fun*,

When all's said and done,—

So:

Be a Sport!

Be a Sport!

Be a Sport!



The Literary Value of Story Telling

(ALICE D. BROWNE, Jasper Place, Edmonton.)



ONE of the specific aims of education is to endow children with an appreciation of literature. In order to accomplish this we must make the child enjoy good stories. Because story-telling brings joy to the child, it is a most effective way of leading him to enjoy good literature. If the story brings vivid pictures before his mind, and is narrated in well-chosen language, it will remain with him, and he will form, unconsciously, a taste for good English. It is said of McKinley, that the mention of willows always made him think of the story of Moses, and of that sentence,— "And she hid the basket among the rushes in a spot where willows hung over the river!" That story, told him in his childhood, with some of the narrator's expressions, had left a lasting impression on his mind. To a large extent, he attributed his love for elegant English to that story.

In telling stories to children, the first important things are the *choice* of the story and the *preparation* by the teacher. There is a wide range of stories given to us in the Course of Studies, including fairy tales, ethical stories, fables, biography, nature and Bible stories. Many of these stories are familiar to the teacher, but, often, are not vivid enough to enable her to tell them clearly, without special preparation just before presenting them to the class. We must have no hazy ideas if we wish the pupil to get a clear idea of it. It detracts much from a story to have to retrace one's steps. In some books, the language used is much more beautiful than in others, and it is well to look over the books at our command to find the one in which the story is told the best.

After a careful preparation of the story, the second step is the telling of it to the class, and the measure of success is the degree of attention given by all the pupils. A teacher from a Normal School in Alberta visited a school comprising pupils from Grades I. to VII. She told the story of The Princess and the Pea so beautifully that all the class listened, from the youngest to the oldest. The pupils were asked to give back the story, in the language she had used, and from the way they did it, it was easily seen the impression it had made. Quite recently, one of the pupils of that class, now a High School graduate, called to remembrance that story, and repeated certain phrases that had made a lasting impression.

The third step is the reproduction of the story by the pupil, and the question is how shall we set about it in order that he may get real benefit from it. The following are some of the results which the child may attain:—

1. The recognition of the unit of speech—a sentence. This will be attained more or less unconsciously through the inflection.

2. The value of proper introductory words at the beginning of each sentence, linking it with the previous one, as: *but*, *presently*, *at last*, *finally*, etc. In connection with this, special stress should be placed on the inaccuracy of connecting sentences with *and*. Too much attention cannot be paid to this error.

3. The child learns to think in a logical way, from the beginning, through the theme, to the conclusion. If he learns to tell the story well, there has been developed in him the ability to carry the thought along

step by step. For instance, in the story of *The Little Red Hen*, there is a certain logical order to be followed,—the planting of the grain, the reaping of it, the grinding into the flour, and the making of it into bread. This requires a good deal of real thinking on the part of little ones, and, if required, with increasing difficulty, should produce a class of logical thinkers. "Democracy cannot exist with a population of fuzzy thinkers!"

4. In learning to reproduce a story, the pupils should be required to use some of the beautiful, well-chosen words that the author has used. It is not wise to have even a second grade pupil tell the story entirely in "his own words." Much better is it to teach him new words, new phraseology, so that they become a part of his every-day speech. A most beautiful story of King Arthur was told to a Grade III. class, and was retold by them until it became a part of them. The opening words were these:—"One bright morning at Eastertide, there rode along the bank of the Thames, three horsemen, who were laughing and talking gaily." That had as much meaning for them as if they had said, "Three men rode along the river one morning, and they were talking," and was much more effective. In order that the pupils learn these well-turned phrases, drill is necessary. A phonic lesson, or a lesson in enunciation might be given using these words and phrases. Words new to the pupil may be placed on the board, as the word becomes much more his own, if both *heard* and *seen*. If pupils become familiar with book phraseology, they will find it much easier to read and interpret stories for themselves.

To sum up:—

1. The child gets *joy* when the story is first told by the teacher.
2. He develops the power of thinking in a logical way—with a beginning, a theme developed step by step, and a conclusion.

3. He increases his vocabulary, learns *how* to use words, and to use well-rounded sentences to convey his thoughts.

4. By becoming familiar with certain phraseology, he finds it easier to interpret the written page—thus love of reading is developed.

5. He gets *joy* in the end, because a child enjoys telling others that which he knows *well*.

Do You Want a Provincial Institute?

The A.T.A. has under consideration the making of arrangements for the formation of a Bureau or Institute composed of outstanding and experienced educationists throughout the Province.

This Bureau or Institute would function in providing the teachers of the Province as a whole with the means of—

- (1) Improving their academic qualifications;
- (2) Improving their professional qualifications;
- (3) Receiving direct help on any phase of their professional work in which they may require it;
- (4) Securing the latest available information in regard to educational problems, methods, and achievements throughout Canada and in other parts of the world;
- (5) Providing a Correspondence Department, with full facilities for keeping in constant touch with its clients;
- (6) Furnishing complete courses in: Educational Measurements, Intelligence and Performance Tests, Educational Statistics, Subjects of the New Curricula—Art, Citizenship, Literature, Science, etc.;
- (7) A Service Bureau to prepare Examination Papers, to Prepare and Calibrate Tests, Distribute Tests and Test Material, Standardize Systems of Marking, Stencil Charts, Maps, Outlines, Notes, etc.;
- (8) A Question Bureau and Consulting Department.

The response to this proposal will be taken as a criterion of the attitude of Alberta Teachers towards the advancement of their professional and academic proficiency; and a flying start will mean much to the scheme.



The Headless Horseman Still Rampant

C. A. ANDERSON, Summerberry, Sask.



EARLY this fall an automobile load of people coming from Tarrytown, made famous by Washington Irving's delightful story, "The Legend of Sleepy Hollow," were thrown into a ditch. The car had shied at the exact point where Ichabod Crane saw the Headless Horseman. The passengers were taken to a hospital, and that night millions of readers saw in their daily papers the startling announcement that the Headless Horseman had been seen again.

The Headless Horseman is still pursuing Ichabod Crane in Sleepy Hollow! That headless spectre which drove the glassy-eyed, snipe-nosed, spindle-necked pedagogue out of the teaching profession and made him a lawyer, politician, editor and justice of the ten-pound court, is still abroad in the land. In fact he has been seen in many "Sleepy Hollows." We know he is the same Galloping Hessian because he is still headless, or at the best, pumpkin-headed! I believe that Washington Irving must have had an object in making the Nemesis of the pedagogue a headless Hessian and I also believe he shrewdly wove into his legend the fact that a man who is not a success as a teacher becomes a success in some other profession.

That the teaching profession should be a stepping-stone to other professions is a crime against the child-

ren. It is this wrong to the little humans that the Alliance wishes to right. The school is used as a stepping-stone, a door-step, and the more it is stepped on the more it is worn and the lower it is forced.

And it is the little humans that are the victims because they are defenceless. No stream of ambitious youths would dare to use the lawyers' clientele, the doctors' patients, or an editor's subscribers as stepping-stones to engineering or the clergy, or some other ambition. That would be unthinkable. Still the children have to submit in patience: they must not groan under the heel of the ambitious youth climbing on them to some higher goal. How long is this to continue?

If the aim of the teachers were to improve their own conditions through organizing they would be justified in so doing. The laboring classes, the farmers, professional men, all organize. If they didn't they would not survive. It is therefore proper for us to organize with a view of improving our own salaries and working conditions. Why should it not be proper for teachers to organize to raise the standard of their profession when all other classes organize solely for this purpose?

However, our first dominating purpose in organizing is to further the welfare of the children. After generations of experimenting we have found that there is only one way to raise the standard of our profession, and that is to make it so attractive that people adapted to teaching will enter the profession and make it their life work. We have found that poor salaries have ruined the profession in the past.

This fact has also been established in the ministry. There was a time when people thought that the preacher should not be well paid. A young man who entered the ministry had to look forward to a life of poverty and hardship. What was the result? The church degenerated. Only women and children attended. Red-blooded men didn't deem it worth while to go and listen to a man who stood with one foot on each side of the starvation line. But there has been a change. No respectable church can engage a preacher now without paying at least a minimum salary set by the heads of the synod. As a result we are getting a better class of ministers and the church is beginning to regain its lost ground.

What did poor salaries do for the U. S.? In 1915 the average salaries of teachers in the country was \$550 a year. Even in Massachusetts, which considers itself the intellectual head of the continent, over 2000 teachers received less than \$550 a year. The Americans boasted of their school system. They had statistics showing that even England was a whole generation behind when it came to socialized education in the high school. Then came the Great War, and when they drew their first lot of soldiers they found they had some 700,000 illiterates in the draft. This was a shock. It taught the U. S. one thing: it didn't pay to maintain cheap schools at poor salaries. The Americans realized that the 31½ million illiterates in the country was a real menace to their democracy. No nation can long survive such conditions. The Americans grew thoroughly ashamed of their system of education. The first thing that was done was to increase the salaries throughout the country. Today the average annual salary in the U. S. is \$1,678, three times what it was in 1915.

So we have that principle settled for all time that the only way to raise the standard of the profession is to raise the salaries of the teachers.

The experience of the U. S. certified to this; the experience of the church establishes this principle. And bear in mind that the welfare of the children and the safety of the nation demand that the standard of the teaching profession be raised.

Is there any reason why a teacher should not command a salary equal to that of a man in any other profession requiring the same amount of preparation?

Take a young person in this town today who is considering entering some profession. Let him stand on the street corner and watch the cars roll by. How many of the Studebaker Sixes are driven by teachers? This is a teachers' convention. How many Super Sixes are parked around the convention hall? If the young man had been with me this summer he would have noticed outside the building where the teachers were reading high school papers the greatest collection of Fords in all states of repairs. Down town, in front of the banks, drug stores, offices and hotels he would have found luxurious cars. Yes, even the farmer swings into the street with his high grade car, and no one is more entitled to it. But the teacher rattles on in his Ford.

Tell me: What profession is the young man in question most likely to choose?

There is one person who may be considered an exception. She is a Regina teacher. Her sister teachers told me that this woman argued that it was improper for teachers to seek greater financial remuneration. They should work for the good of the nation. This angelic idealist later accepted a position in another profession at an increased salary. Let us be honest with ourselves. There is no reason why the teaching profession should not be on a par financially and otherwise with any other profession.

A great responsibility rests upon the teachers today. As a result of the Great War the world has been left in a chaotic condition. When the work of reconstruction was to be done politicians stepped forward and declared: "We will patch the world up again!" See the results! Diplomatic blunders have left the world in a very sorry mess. Then came the financiers. At their meeting in Europe last summer they announced to the world that they would save the old world from chaos. Did they? Matters have gone from bad to worse, until today the world is in a more unsettled state than ever before; and nations are nearer ruin than at the end of the war. Great wars threaten from every side. Nations are on the point of collapse. Anarchy reigns in many regions. Despotism has the upper hand. There is ferment and turmoil in every country.

Isn't it about time that the teachers of the world should begin to assert themselves. Haven't we been told in a thousand different ways by a thousand different sages that the future of the nation depends upon the teachers? Said Theodore Roosevelt: "If you did not do your work well this nation would not outlast the span of a generation." And still the teachers leave the sick old earth to be victimized by politicians and financiers whose aim is to promote the interest of some political party or to turn the flow of world wealth into their own coffers. The teachers, with the history of the world as their guide, with the souls of little humans in their keeping, and the future of the nation in their hands, must assert their influence to help this poor battle-scarred, blind and bleeding, starved and staggering world.

It were well if the nations of the world looked to little Denmark to hear the lesson of reconstruction. In 1864 Denmark was a bankrupt country. Germany had taken two provinces from her. The country was ruined after an unjust war. To whom did Denmark turn for a solution of her problems? To her politicians? No! To her financiers? No! The teachers and the religious leaders were consulted. As a result a system of education was established which lifted Denmark from the position of a bankrupt nation to a nation with the greatest per capita wealth in the world. Instead of cutting down the cost of education they spent more money in salaries and buildings. There we have a reconstruction policy that has made good.

Compare this with the action of the Geddes commission in England in bringing in a report to the effect that as a measure of economy after the Great War the cost of education in England should be reduced 18 million pounds! Thanks to the good sense of the government this report was sheared down and teachers salaries in England were left untouched. In discussing the Geddes report Sir Robert Horne, chancellor of the exchequer, issued a statement in Parliament, which I considered so reasonable that I sent it to the chairman of the Brandon School Board, asking for some comment on the ethics involved. Before I read

this statement it may be well to explain the Brandon situation.

THE BRANDON "BRAND"

First let us note that there never was a strike at Brandon. On Feb. 27th last the Brandon School Board presented an ultimatum to the teachers, including Superintendent White, calling for a cut in salaries of 25 per cent. The teachers either had to accept the cut or quit on April 30.

Consider the injustice of this, not only to the teachers, but to the pupils particularly. It was a time of the year when there were no other positions open to the teachers. The Board took unfair advantage of the teachers in this way. Then, too, it was a time when the pupils were preparing for the spring examinations,—the most critical time of the year. Think of the pumpkin-headedness of the School Board in upsetting everything by their drastic action just at this time! The teachers stuck together, from the superintendent down. They offered to arbitrate their differences. They were under contract for the year. The Board broke their agreement with the teachers and refused to arbitrate.

With this explanation let us turn to the Chancellor's statement. He said: It is perfectly certain that the local authorities are under engagements with the teachers which can not be broken without a violation of what is, indeed, a contract, and so far as the government is concerned we can not, and would not, take any action which would have the effect of creating breaches of faith. It is quite certain that any government which took part in what could fairly be regarded as breaking a contract and a breach of faith would set an example in this country which would be followed with serious consequences.

Of course the Brandon School Board refuses to comment on this.

I believe that when the history of the teaching profession in Canada is written the stand that the teachers took at Brandon will go down as the noblest act that they could possibly have done for their country and for the children of the West in particular.

But as Leonidas at Thermopylae fell before the "Judas of Greece," so the teachers of Brandon went down before the "Judas of Canada," that aggregation of pedagogic scabs that stepped into the positions at Brandon. It outraged the sense of justice of the school children. They paraded in protest. When members of the School Board came into their rooms the children opened an ink barrage on them. Exactly as the snake sheds its skin, so last summer Brandon shed its first lot of scabs, and after the most strenuous

effort a new set of pedagogues has been engaged. I have here a complete list of these pseudo-Canadians. I find that I know a number of them and know their records, and can say that they are good enough for the Brandon Board, but they are not good enough for the Brandon children. On every one of the teachers the "brand" of Brandon will be burned so indelibly that they will be recognized wherever they move in future years.

Compare with them the high ideals and sterling qualities of the old teachers, some of whom not only sacrificed their salaries, but in addition gave up their homes, which they had partly paid for, in their struggle for British justice, and in the interest of the children, the profession,—yes, in the interest of every one of us.

What can we do to show what our principles are? The time has come for us to take a stand. The very least we can do is to join the Teachers' Alliance. There are Hun nations in the world, and there is a British nation. There are Hessian school boards and there are British boards. The Alliance stands as a protection between these boards. A few Hessian school boards can wreck the teaching profession and make it what it is today: a by-path to other professions. The unprincipled boards are the worst enemies that the good school boards have. The Alliance is the best friend of public-spirited and far-sighted trustees.

The farmers are now waking up to the fact that it is because of their inefficient rural schools that the "big" interests in the East dare to and are able to "kid" the farmers out of their rights, such as the Wheat Board, the Hudson's Bay Railway, and the federal rural credit system.

The whole world pointed its finger of scorn at the American Republic when the large percentage of illiteracy was exposed. "Still," declared Dr. Harold Foght, who conducted the Educational Survey in Saskatchewan, "these figures represent only five and a fraction per cent. of the total population, whereas in Saskatchewan you have 18 per cent. of your population who are illiterates."

The Americans, almost panicky, with fear for their Republic, set to work to reduce its illiteracy because they loved their country. We love our country. We are proud of our Saskatchewan. Not words but actions count. We must safeguard our country; we must protect the school children; we must raise the standard of our profession. There is only one way in which it can be done. I leave the solution in your hands.

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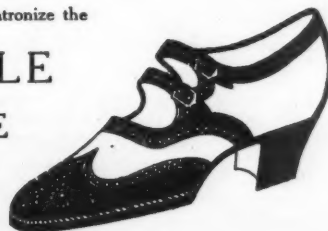
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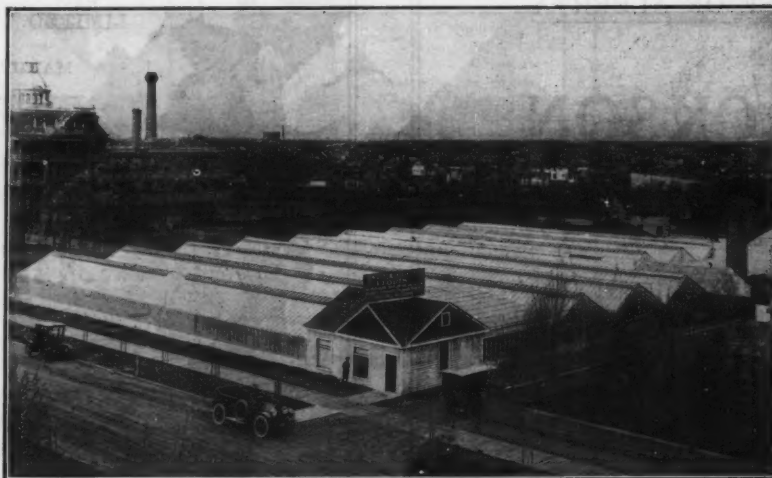


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Junior Typewriting for Junior High Schools

By Elizabeth Starbuck Adams

Harnessing the play instinct, directing it into useful channels, is the mission of this new publication for intermediate and junior high schools.

Instead of the usual condensation of material found in treatises for commercial use, Junior Typewriting proceeds in greater detail, more deliberately, more cautiously.

Two objectives are featured: Typewriting for its own sake and typewriting as an ally of English.

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